



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

TX 428.42 .C188 BK.1  
Campbell, Loomis J.  
New Franklin primer and first reader /

Stanford University Libraries



3 6105 04921 7974

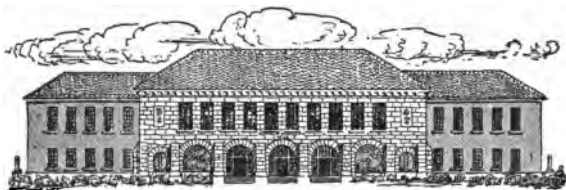
RETAIL PRICE, 12 CENTS

NEW FRANKLIN



READER

AMERICAN BOOK COMPANY

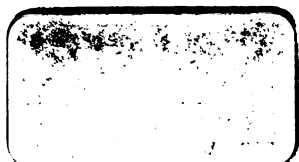


**SCHOOL OF EDUCATION  
LIBRARY**

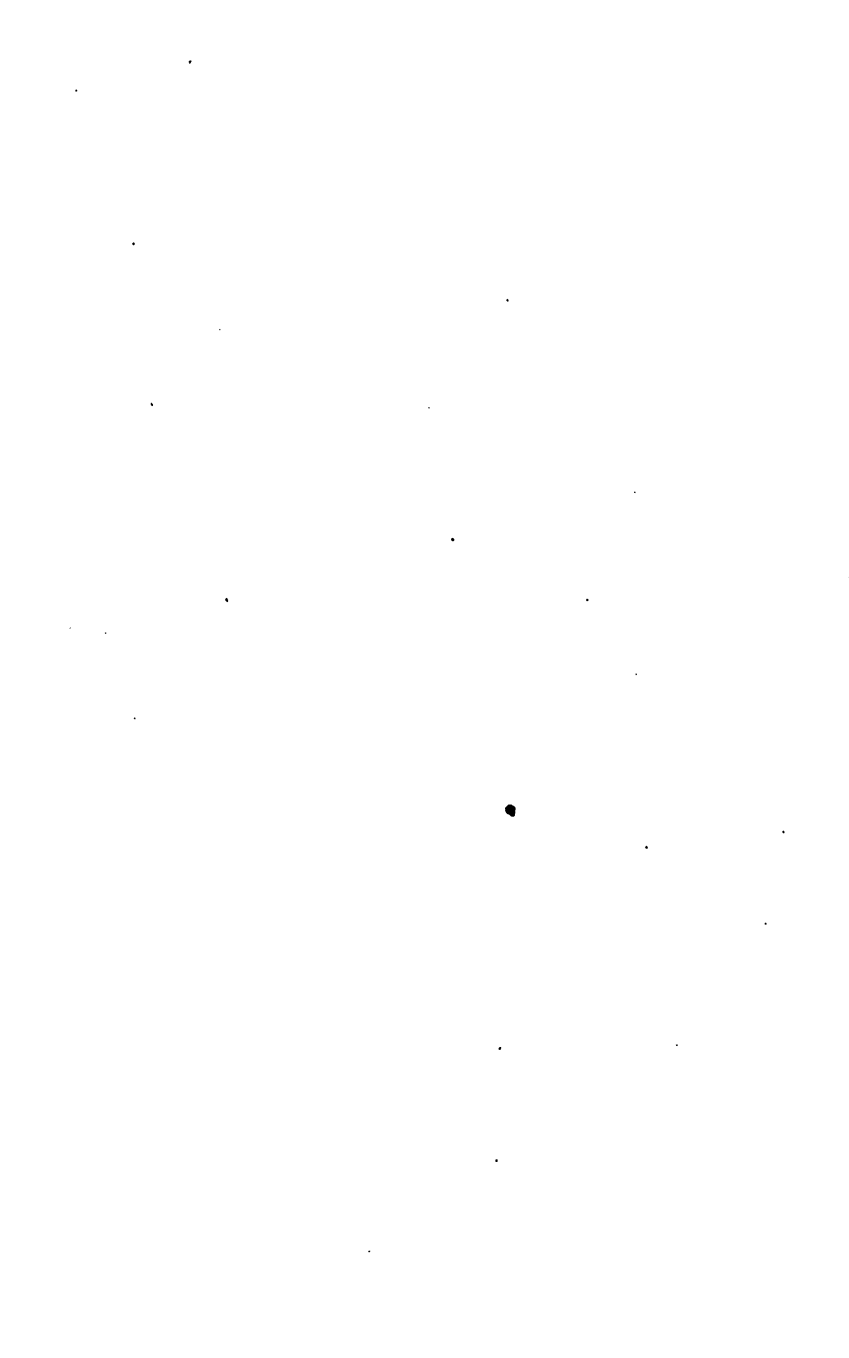
**TEXTBOOK  
COLLECTION**



**STANFORD UNIVERSITY  
LIBRARIES**







*VERTICAL SCRIPT EDITION*

---

THE

NEW FRANKLIN PRIMER

AND

FIRST READER

BY

LOOMIS J. CAMPBELL



NEW YORK · · CINCINNATI · · CHICAGO  
AMERICAN BOOK COMPANY

602780

C



THIS Primer recognizes the Word and Sentence Method, in connection with Script, as a desirable way of giving children their first lessons in reading and writing.

Some of the important features of the book may be briefly indicated.

1. Easy and **careful gradation** is a chief characteristic; short and easy steps and no long or hard ones.

2. Only a very few new words,—usually, from four to eight,—are introduced in any lesson. In some of the later lessons this number is slightly exceeded.

3. The **new words** are placed at the head of the lesson in which they occur. As soon as these are learned so as to be known at sight, the child is ready to get the thought when they are joined with other words already mastered, and to read the sentences aloud intelligently.

4. Much thought has been given to the **selection of words** which are most profitable for beginners to acquire as a vocabulary. Such have been chosen as are in frequent use in ordinary speech and writing. The child hears others use them every day, and uses them himself, and therefore **knows** their meaning.

5. In the first lessons, easy words of only one syllable are employed; but in subsequent lessons a few words of two syllables are introduced. The youngest reader freely uses many words of two or more syllables, and he learns to know them at sight, in print, quite as readily as the short monosyllables.

6. Forced sentences—such as are framed for the sake of using words of a particular sound—and forms of expression unfamiliar to children have been avoided.

7. The young learner must, above all, be interested in what he is doing. His progress will then be sure, easy, and as rapid as can be reasonably expected. On this account great pains have been taken to gain the attention of the little ones by the matter of the lessons.

8. The **subjects chosen** are of the simplest kind, wholly within the range of a child's experience. The ideas and expressions have something of the simplicity which characterizes the language of childhood. The sentences are not isolated assertions, but are connected so as to form a simple dialogue, narrative, or story.

9. In pursuance of this plan of keeping the child's pleased attention, **much variety** has been sought in the subjects and the mode of treating them.

10. The **large clear type** will commend itself to teachers.

11. It has been felt that the **pictures** of the first book put into a child's hands are of great importance, both in the way of making the pages attractive and of affording substantial



aid in their direct application to the lessons. The illustrations in this Primer are by artists and engravers of the highest repute for workmanship.

12. The short **sentences in script**, which have been introduced from the first, are intended to be copied by the children on their slates. In regard to this feature also, the utmost care has been taken to provide the style of script most generally approved by teachers.

13. For the sake of much repetition of the words, frequent **Review Lessons** have been given. In these the sentences have been so framed that the words previously used are seen in new combinations and relations, and are thus more deeply impressed on the mind.

14. Pages 47 and 48 contain a few easy words arranged in classes. After the children have made some progress, the first group may be written on the blackboard by the teacher, to be pronounced. At the teacher's discretion, the next group may be taken. In this way the pupils will learn, with little effort, some of the important analogies of pronunciation. These words may also be used in strictly **phonic exercises**, if the teacher is so inclined.

Acknowledgments are due to Prof. B. F. Tweed, of Cambridge, and Miss M. A. Pinney, of New Haven, for assistance in the preparation of this book.

# ALPHABETS.

a A	b B	c C
a A	b B	c C

d D	e E	f F
d D	e E	f F

g G	h H	i I
g G	h H	i I

j J	k K	l L
j J	k K	l L

m M	n N	o O
m M	n N	o O

# ALPHABETS.

p P

p P

q Q

q Q

r R

r R

s S

s S

t T

t T

u U

u U

v V

v V

w W

w W

x X

x X

y Y

y Y

z Z

z Z

&

&

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

# PRIMER.



man see

a man

I see

I see a man.

*I see a man.*



cat

a cat

cat

I see a cat.

### III.

dog

a dog

dog



I see a dog.

I see a cat.

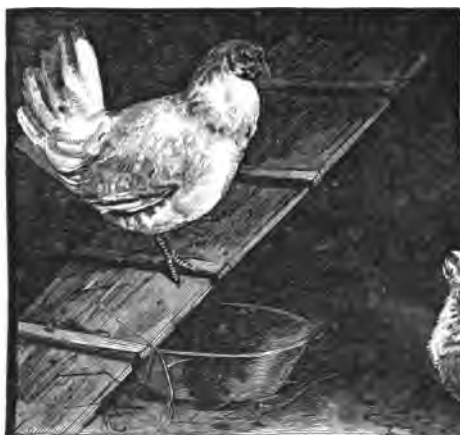
A boy      the boy      can  
and              I can see



A boy and a dog.  
I can see the boy.  
I can see the dog.  
Can the boy see the dog?

*I can see the boy.*

It is      Is it      hen



white  
the hen

See the hen.

It is a white hen.

I can see the hen.

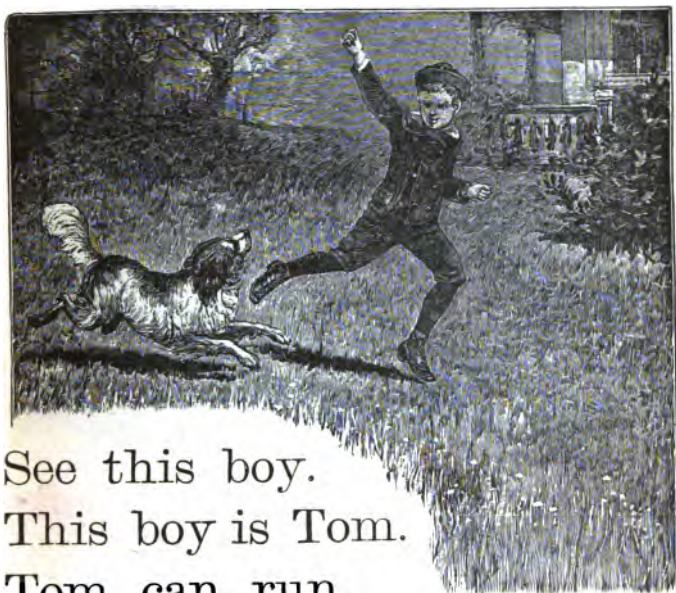
See the cat.

Can the cat see the hen?

Is it a white cat?

*It is a white cat.*

Do      run      you      this  
can run              Tom



See this boy.

This boy is Tom.

Tom can run.

Do you see Tom run?

Do you see the dog run?

Can you run?

*Can you run?*



## REVIEW.

1

Is it a boy? Is it Tom?  
It is Tom and the dog.  
I can see Tom run.

2

I can see the dog run.  
The boy runs and the dog  
runs.

Can the white cat run?

3

Do you see a hen?  
See this white hen.  
Can the white hen see you?  
The white hen can run.

4

Do you see a man?  
The man can see you.

girl      May      in      good  
her lap



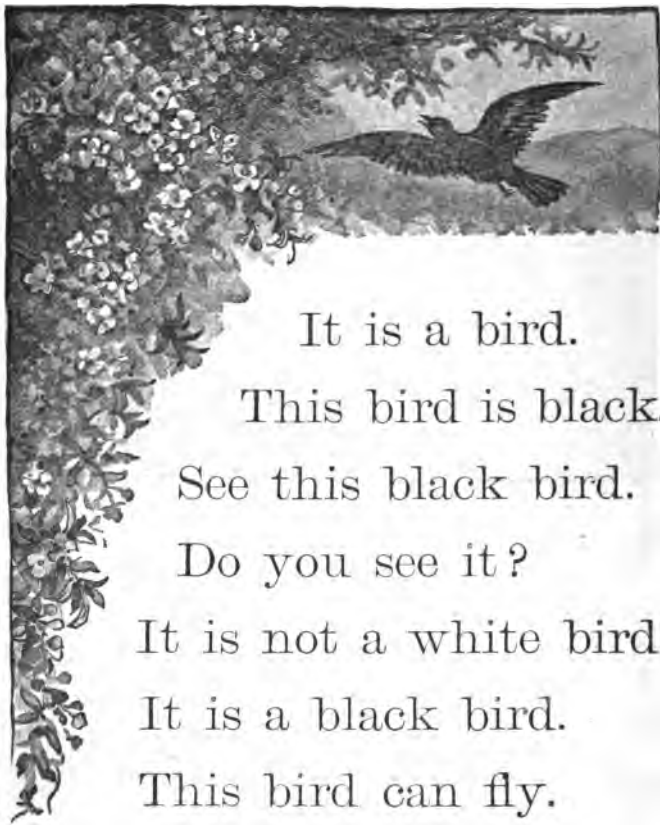
This girl is May.

May is a good girl.  
Do you see the cat?

The cat is in her lap.  
May is good to the cat.

*May is good.*

bird      black      fly      not



It is a bird.

This bird is black.

See this black bird.

Do you see it?

It is not a white bird.

It is a black bird.

This bird can fly.

Can you fly?

I can not fly. I can run.

slate      have      has      sled

I have a slate.

May has a slate.

Have you a slate?



*May has a slate.*

I have a cap.

Tom has a cap.

Is the cap black?



*Tom has a cap.*

Tom has a sled.

It is Tom's sled.

Has May a sled?



will      let      may      if  
will run      catch me



I will run. Will you run?  
Tom, see me run.

You may catch me, Tom.  
Catch me, if you can.

I will not let you catch me.

*See me run, Tom.*

He      cart      doll      ride



This girl has a doll.

The boy has a cart.

He will let the girl ride.

Will he let the doll ride?

You may have a ride, dolly,  
in the cart.

*The doll may ride.*

## REVIEW.

1

See the dog run to me.

Will he run to you?

Tom, you may run and  
catch me, if you can.

2

You can not catch a bird,  
Tom.

A bird will not let you.  
It will fly.

Let me catch you, birdie.  
Will you?

3

Tom has a good sled.

Will he let May ride?

Do let May and dolly have  
a ride, Tom.

hat That for my

Yes get

That is my hat.

I can not  
get it.



Will you get it for me?

Yes, Tom; I will get  
the hat for you.



Jane      little  
big      She  
hold      her



Jane is a good little girl.  
She has a big doll.  
This is Jane and her doll.  
Will you let me hold dolly?  
Yes; you may hold her.

up am too Now  
papa with



Ha! ha! This is not my cap.  
It is papa's big hat.

It is too big for me. I have  
to hold it up.

See me, May! Now I am  
a man with a big hat.

It is papa's hat.

What nest on  
eggs are sits



What is this?

It is a nest.

A bird sits  
on the nest.

Eggs are in the nest.

## XVIII.

three they them

You can see

three eggs.

They are white.

Will the bird

sit on them?



What is this?



It is a bird  
and a nest.

The bird will sit  
on the nest.

Eggs are in it.

I see the eggs.

They are white.

## REVIEW.

## 1

I will get my big cart.

Jane, you may have a ride  
in it.

May dolly ride with me?

Yes; my big cart will hold  
you and the doll too.

You may get in now.

## 2

What is on this nest?

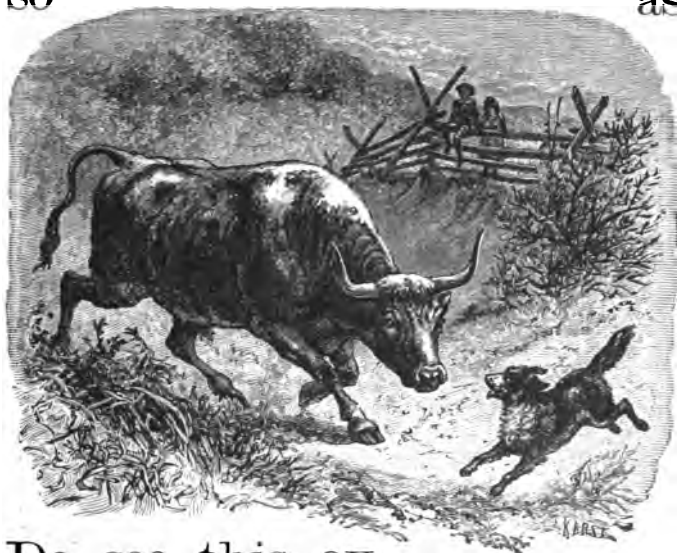
A little black bird sits on  
her nest.

Now, papa, see that nest  
with three eggs in it.

See them, papa; white eggs!

I will not get them.

ox            fat            but            fast  
so    as



Do see this ox.

What a fat ox that is!

Can the ox run?

Yes; but he can not run  
so fast as a dog can.

Can the ox run?



horse  
how  
go  
can  
think  
to-day

This is my good horse.

See how fast I go!

Yes, John; you go fast, but  
do not go far.

Do you think John will go  
far to-day?

*How fast I go!*

hot       these       your       play  
We       at       like  
out



Is it hot to-day? No; this is not a hot day. It is not too hot to run and play.

See these boys at play. Get your cap. We will go out. I like to play.



chair

bed

lounge

sit

sleep

lie

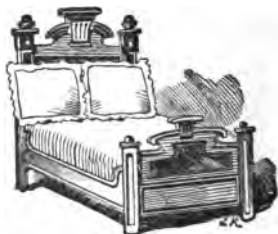


A chair

We can sit  
in the chair.

A bed

We can sleep  
in the bed.



A lounge.

We can lie  
on the lounge.



We sit in a chair.

## REVIEW.

1

I have on my big hat.  
That is not your hat. It is  
your papa's hat.

2

We are out for a run. We  
will run as fast as we can.  
How hot it is to-day! Is  
it too hot to play?

3

John is on a big horse.  
I think John will not ride  
far to-day.

4

Do not go to sleep on  
my bed. You can lie on  
the lounge or sit in a chair.  
Do get up now.

B

Are these your dolls?  
 Yes; this is my doll, and  
 that is May's doll. Girls  
 play with dolls.

## LESSON XXV.

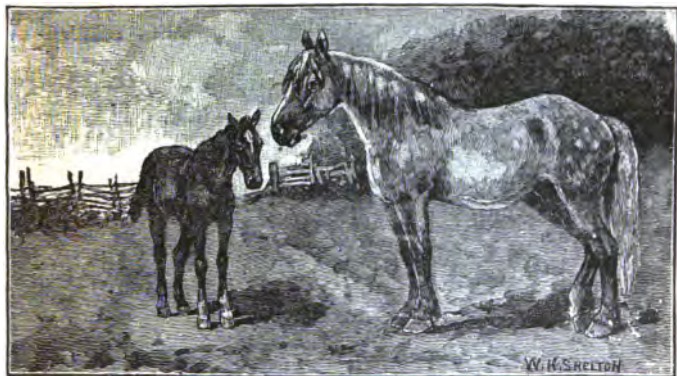


beg	say
paw	quite
well	thank

Sit up, Jip.  
 Sit up, I say,  
 and beg.

Now hold out your paw.  
 How do you do, Jip?  
 Are you quite well to-day?  
 Quite well, I thank you.

here colt field loves



What do we have here?

A horse and a colt.

They are in the field.

The horse loves her colt.

Can you ride the colt?

O no! it is too little.

A little colt.



old  
kid  
goat  
young

What do you see now?

An old goat and a kid.

What is a kid?

It is a young goat.

Look

pig

Here

four



Look at this big pig  
and the little pigs.

Here are four little pigs.

jump	long	fell
jumped	down	make



See these boys jump.  
They are in a big field.  
What a long jump Ned  
can make!  
The little boy fell down.  
He jumped too far.

## REVIEW.

1

My dog Jip will hold out his paw to me. What do you say to Jip?

I say, Thank you, Jip. You do that quite well.

2

We will go into the field. Now look at the little kid and the colt. The colt and the kid are young. They are not so old as I am.

3

See these boys in the field. They will jump as far as they can. Tom jumped too far. He fell down. Jump up, Tom.

buzz bee  
Hark hear  
sting near  
flower



Hark ! I  
hear a bee.  
Do you  
hear it buzz ?

Look ! it is on that flower.  
Do not go near the bee.  
It may sting you.

*Hark ! I hear a bee.*

*Buzz, buzz, buzz.*





come  
vine  
sweet  
kind  
grape  
grapes  
eat

Come and see this vine.  
What kind of vine is it?

It is a grape vine.

Do you like to eat grapes?

I like to eat sweet grapes.  
They are good to eat.

Do you think these grapes  
are sweet?

mamma	one	be
apple	nice	red

Mamma, what do you think I have for you ?

Is it a flower, Nellie ?

No, mamma, not a flower.

It is good to eat.

What can it be ! An egg ?

O no, mamma ! it is not an egg.

Let me think. An apple ?

Yes, a big sweet apple.

Thank you, Nellie. What a nice red apple !

I have one for Fred, too.

Fred likes sweet apples.

Do you like apples ?

SCRIPT EXERCISE.

A bee can buzz.

Boys can jump.

One boy fell.

Fred has a top.

Girls have dolls.

Look at the kid.

How do you do?

I am quite well.

Mamma is good.

top new  
hum Hear  
gave spin  
his him



Fred has a new top.  
His papa gave it to him.  
Fred makes his new top  
go fast. It spins well.

See it spin! Hear it hum!  
Now let me spin it, Fred.  
I like to spin a big top

*Hear the top hum.*





## LESSON I.

pō'nŷ      nāme      fīne      glăd  
sŭch      trôt      lărge

Here is Fred on his pony.

Well, Fred, I see you are out  
for a ride.

You have a fine pony. What  
is his name?

His name is Jack.

I am glad you have such a fine  
pony. Let me see how well Jack  
can trot.

Jack is not so large as a horse,  
but he can trot fast.

bite

hănd

věř' ŷ

rēad

bōok

wīŷe



This is Mary and Fido.  
Mary is a good girl, and Fido  
is a good dog.  
He will not bite you.  
Fido likes to be with Mary.  
She is kind to him.

She has a book in her lap.

Her hand is on the book.

Can Mary read?

Yes, she can read well.

She is not a very little girl.

Can Fido read?

O no! but he can sit up and look wise.

### LESSON III.

write did pic'tures want

Can Mary write?

Yes, she can write on her slate, and she can make pictures on it.

Let me hear you read, Fido.

Did Fido read for Mary?

O no! Dogs can not read.

Fido did not want to read.

He can not read his name.



sŭn	gŏt	walk
whêre	wĕnt	be fŏre'
whĕn	wāz (wŏz)	saw

John and I got up at six.

Was the sun up at six?

Yes, the sun was up before six to-day.

When we saw that the sun was up, we did not lie in bed.

We got up, too, and went out to walk.

Where did you and John go for a walk?

We went into the field.

I like to walk in the fields before it is hot.

*I like to walk.*

laid	quick	ten	buy (bi)
sell	kite	cents	then



O Ned, come here quick! My hen has laid an egg. Now I have six eggs.

Will you sell your eggs?

Yes, I will sell them for ten cents. Then I can buy a kite.

## REVIEW.

## 1

Here is a sweet flower. You may have it, Jane.

Thank you. What a fine large flower! Where did you get it?

I got it in the field, when I went to see the colt.

## 2

I am glad to see you, Nellie. What is that in your hand?

It is a new book. See! here is a picture of Mary and Fido.

Where did you buy the book?

O, I did not buy it. Mamma gave it to me.

## 3

Look at Fred on his pony. How well he rides! The pony trots off very fast.

Can you ride a pony?

tăg	toŭch	mŭst	shăll
těll	fīrst	a wāy'	chāse



Shall we play tag?

Yes; but you must tell me first how to play it.

When I touch you, I say Tag, and run off.

What must I do then?

You must run and touch me, if you can.

When you touch me, you say Tag, and run away as fast as you can. Then I must chase you.

## LESSON VIII.

says (sěz)      clŭck      quăck      caw

## WHAT THEY SAY.

The dog says Bow, wow.

The cat says Mew, mew.

The duck says Quack, quack.

The cow says Moo, moo.

The crow says Caw, caw.

The hen says Cluck, cluck.

When she has laid an egg, she says Cut-cut-ca-dah'-cut.

*The cow says moo.*

shōw      whō      pāy      mŭch



Who will come to see my show?

I will come to see it. How much must I pay, Mr. Showman?

You must pay two cents.

I have not two cents. I have but one.

Well, you may see it for one.

Oh, what a fine show!

add	all	count	take
two	nut	more	crack

I will show you how to add.

Here is one nut, and here are two more. Now count them.

One, two, three.

Now take three more nuts and then count them all.

One, two, three, four, five, six.

So you see that three and three are six.

Now you may crack the nuts and eat them.

---

1      2      3      4      5

I caught a mouse alive

6      7      8      9      10

I let it go again.

does (dūz) wings feet flies

Here are four birds.



A bird has  
two wings and  
two feet.

How does  
the bird fly?

It flies  
with its wings.

Can you fly?

O no! I  
have no wings  
to fly with.  
I have feet.

I can run  
with my feet.







Look, Jane! I can write as well as you. See how I write!

O Tom! you must make a big t, not a little t.

I can not make a big t. Tell me how, Jane; you can make it.

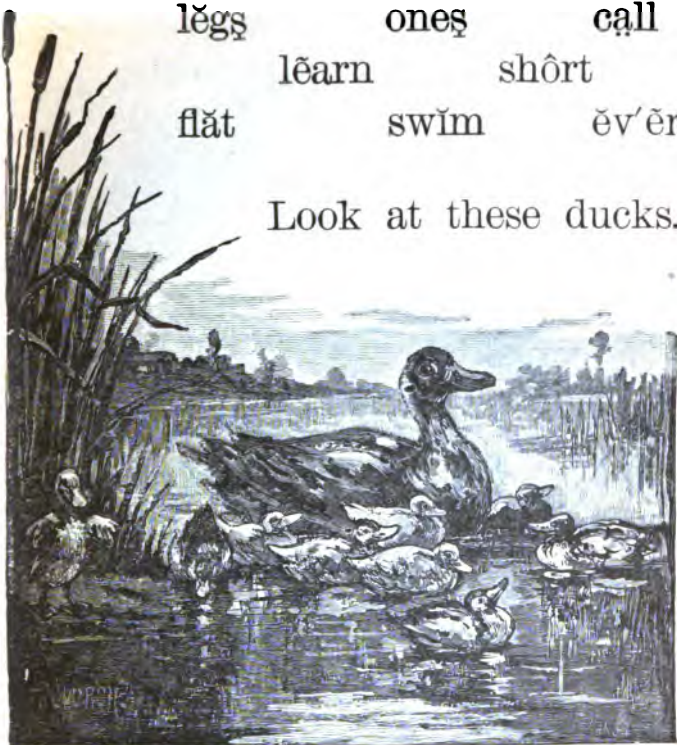
T That is a big t.

Now I will write it again, and let papa see it.

This is a man.

lěgs                    ones                    call  
lěarn                    shôrt  
flăt                    swĭm                    ěv'ēr

Look at these ducks.



They have short legs and flat feet. See that little one.

Ducks can not walk fast, but they can swim well.

Did you ever see a duck swim?  
Yes; and the young ducks

can swim as well as old ones.  
Boys have to learn to swim.

How does the old duck call  
her young ones to her?

She says, Quack, quack, quack.  
Then the young ducks come  
to her as fast as they can.

#### LESSON XIV.

stō'rŷ      dō'ing      pie      put

*[Let the children answer each question.]*

Did you ever hear the story  
of little Jack Horner?

Where did he sit?

What was he doing?

What did he put in the pie?

What did he get?

What did he say then?

Now who can tell me the story  
of little Jack Horner?

bōat      sāl      sīs' tērs      a frāid'  
sānd      wā'tēr



This is Ned's boat. He can  
make it sail.

What does he call his boat?

He calls it the Sea-bird.

His little sisters like to play

in the sand. They do not like to go into the water.

Ned is not afraid of the water.  
He can swim like a duck.

## LESSON XVI—REVIEW.

## 1

Touch me and say Tag; then run away. Shall I run to the boat? No; you can not run fast in the sand. You will be caught.

## 2

Let us sail in the boat. I am not afraid of the water. I can swim. Can you swim?

## 3

A duck can not fly as a little bird does. A duck has wings, but she can not fly much. She can not walk fast with her short legs.

side	cry	pinch	arms
hurt	feel	just	baby

Ada has two dolls.  
One of them is a big doll.  
One is a little doll.  
She holds  
the little  
doll in her  
arms.



The big doll is by her side.

Can the doll walk?

No, it can not walk; but it can sit up and lie down.

Can it talk?

No; but if you pinch the doll it will cry—Mam-ma!

Does it hurt the doll when I pinch it?

No; the doll does not feel as we do. It is not alive.

But Ada talks to it just as she does to the baby.

Ada talks to it  
just as she does  
to the baby.

fřög	why	gōes	wīsh
fřöm	- hōp	thêre	could

Why do you run from a frog  
Tommy? He will not hurt you.

Is it a frog, Ned?

Yes; see him hop.

Do not be afraid, little frog.  
We will not hurt you.

There he goes into the water.

How well he can swim!

I wish I could swim as well  
as a frog can.

## LESSON XIX.

snōw	ground	hīll	trăck
clêar	bêst	slide	keep

The ground is white with snow.  
Now get your sleds.

Boys, I see you are out with



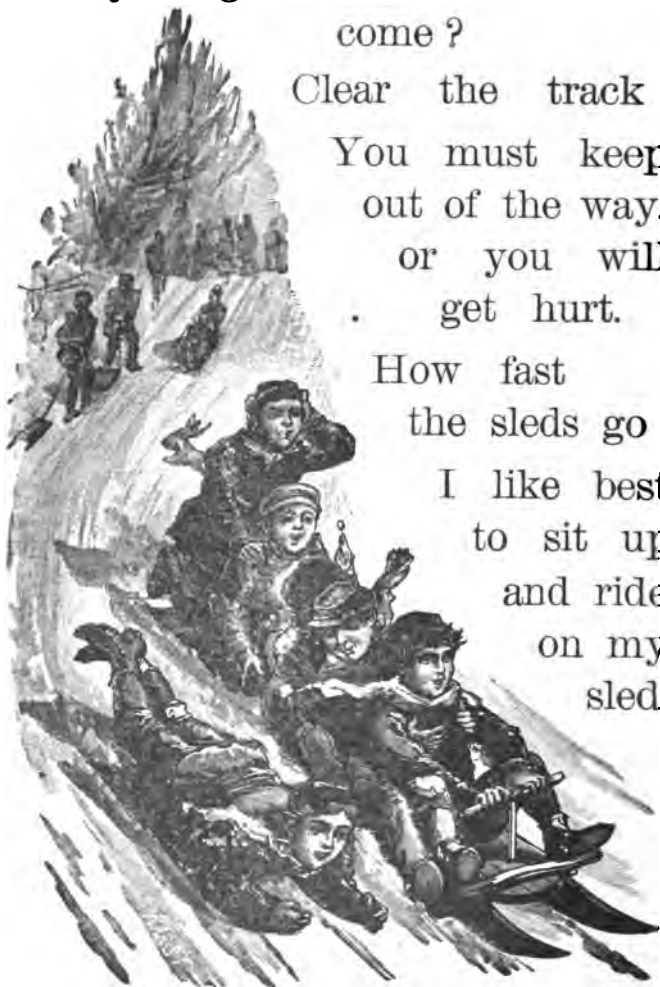
your sleds to slide down hill.  
Are you glad that snow has  
come ?

Clear the track !

You must keep  
out of the way,  
or you will  
get hurt.

How fast  
the sleds go !

I like best  
to sit up  
and ride  
on my  
sled.



flew	sing	please	dear
song	wings	once	going
stop	happy	cried	window

Hark! I hear a bird.

Is not that a sweet song?

Sing on, little bird, no one shall hurt you. I like to hear your song.

I am glad you are so happy, little bird.

Once I saw a little bird

Come hop, hop, hop;

So I cried, Dear little bird,

Please stop, stop, stop!

I was going to the window

To say, How do you do?

When up went his little wings,

And far away he flew.

string      knöt      ün tie'      whōa  
stand                      still



O boys, let us play horse. Will you be my horse, John ?

Yes ; if you wish it, Fred.

Have you a long string ?

Yes ; but there is a knot in it.

I can untie it. Whoa ! whoa !  
stand still. There, off we go !

race	tree	fall	won
don't	try	crying	fast'er

Let us play horse, too, Frank.

Very well, Tom; we will race with John and Fred.

Let us run to that tree.

Who will get there first?

I will. I will.

We shall see. Now run, run!  
run faster.

Look out! you will fall down.

Oh, see! Fred fell down. He fell on his hands.

Jump up, Fred; jump up quick. Don't cry.

I am not crying.

Did it hurt you much?

No, not much; but Frank has won the race.

We will try again.

## REVIEW.

## 1

The little doll is in Ada's arms ; the big doll is by her side. She talks to the big doll just as she does to her little baby sister. You may pinch the doll. It does not feel. Why does it not feel ?

## 2

Who will untie the knot in this string ? I will. Thank you. Will your horse stand still ? He does not like to stand still. He likes to run a race.

## 3

There goes a frog. See him hop away. Where are you going, Mr. Frog ? I am going to have a swim. Don't you wish you could swim so well as I can ? You have to learn to swim.

cāge pōor  
shūt âir  
right fly'ing  
lōves said (səd)

This boy  
had a bird  
in a cage.

The poor  
bird did not  
sing, when it was shut up in  
the cage.

The boy was a kind boy. He  
said, "I will let the bird go. It  
loves to fly in the air."

See the bird flying away!

That is right, my good boy.

Now hear the bird sing as it  
flies up in the air.

That is the bird's way to thank  
you. I am glad you let the bird go.



ball	rōad	thrōw	pulls
kite	plāce	should	mīle



Shall we play ball, Harry ?

No, Fred ; I wish to fly my large kite. Will you go with me ?

Yes ; I should like to see it fly.  
Come out into the road.

No; let us go into the field.  
Here is a good place, Fred.

Yes; now let me hold the kite.  
When I throw it up, you  
must run.—Now! Run!

There it goes, like a big white  
bird in the sky.

How well it flies! Is not  
that a good kite, Fred?

How hard it pulls!

I wish I had a mile of string.

*It is a good kite.*

*Run, Harry, run.*

*There it goes.*

*How well it flies!*



cāme hām'möck cōld find  
swing hēr sēlf' tired would



Who is this  
girl in the hammock?

It is Annie Gray.

She came out with her best  
doll to swing.

She said, "Now, Rosy, I will  
put you to sleep. You are tired."

But Annie put herself to sleep,  
and Rosy fell out.

Little dog Tip came out to find Annie.

He saw Rosy on the ground, and ran off with her.



Why did Tip do that ?

Did he think Rosy would catch cold on the ground ?

Now, Rosy, I will  
put you to sleep.

eýeş(iz)	tõngue	nõşe	teeth
ēars	hānds	feet	work

What do you see with ?

I see with my eyes.

What do you hear with ?

I hear with my ears.

What do you smell with ?

I smell with my nose.

What do you eat with ?

I eat with my teeth.

What do you talk with ?

I talk with my tongue.

What do you run with ?

I run with my feet.

What do you work with ?

I work with my hands.

Now tell me what you think  
with.

old      chĭck'enŝ      crŭmbŝ      nice  
 some                      thĕir      mōst



Chick !  
 chick ! chick !

Nellie calls the hens and chickens. Let me count the chicks.

One, two, three, four, five.

Yes, I see five chickens.

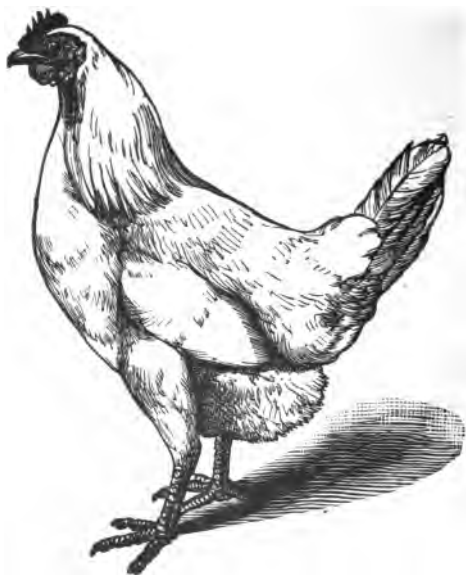
What nice chicks they are!

The old hen thinks so too.

When Nellie calls out, Chick! chick! chick! all the hens and chickens run to her.

She has some crumbs for them.

The little chickens are doing their best to get some; but I think that big hen will get the most.



hāy    bārn    lōad    high    hēlp  
cāre    bārks  
tāke



Oh, see!  
here is a load  
of hay. What a high load!

May I ride to the barn on  
your load of hay, Mr. Hart?

Yes; but you must take care  
not to fall off. Come here and I  
will help you up.

Thank you. Now I am up.

My little dog barks to see me  
up so high.

mōw    knōw    græss    new'-mōwn

Where did Mr. Hart get his load of hay ?

He got it in the field.

Did you ever see men mow in the field ?

Do you know what hay is ?

It is dry grass. .

Can you tell me what hay is good for ?

---

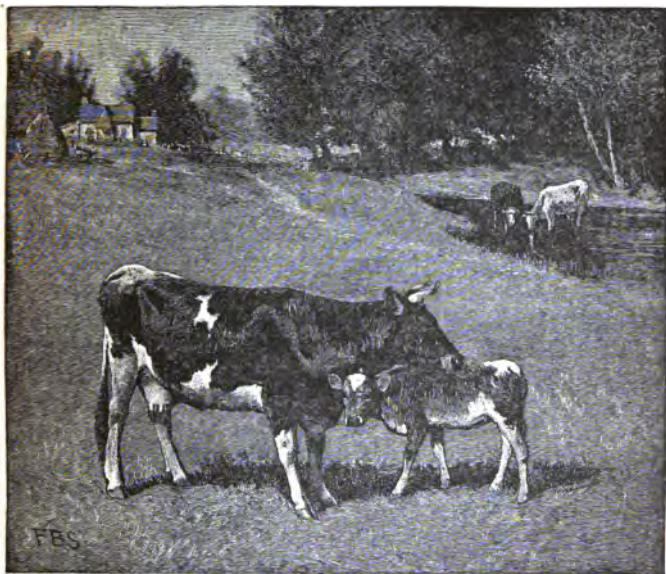
Let us go to the barn and play in the new-mown hay.

Yes ; and we will look for a hen's nest.

I wish we could find a nest with ten eggs in it.

Mamma would be glad to get ten good eggs.

a bout'	milk	brëad	cälf
hörnş	gives	drink	pönd



Let me tell you about the cow.  
She has four legs and two  
horns. She gives us milk.

What should we do if we had  
no cows to give us milk !

Nice sweet milk is good to  
drink.



Do you not like to eat bread and milk ?

I can see a cow and a calf in the picture.

Two cows have come down to the pond to drink.

It is a hot day, and they like to stand in the water.

The cow eats grass, but the calf likes milk.

LESSON XXXII.

been (bin)

pretty (prī'ty)

rose

Where have you been, Willie?

I have been to walk with Jane.

See what I have for you, mamma. It is a pretty flower.

Thank you, Willie. You are a good boy to give me such a pretty rose.

gāte      wāit      through      word  
pēach      sòmē' thǐng      wānt' ed

Come, Willie, let us run a race.

Yes, Jane ; where shall we run ?

We will run to the road.

Shall we go through the gate ?

Yes, Willie. Who will get there first ?

I will. Now let us run.

Wait till I say the word.

One, two, three—Run !

---

Here we are at the road. You have won the race, Willie.

Yes, Jane ; but why did you stop at the gate ?

To let you get through first. You gave me a peach, and I wanted to do something for you.

draws      laughed (lăft)      tĭll      proud  
a lŏng'      ō' vĕr      fĕlt      òth' ěr



See Tom  
in his cart.

He calls Bose his horse.

Bose trots along and draws  
the cart with Tom in it.

Tom felt proud when the other  
boys saw him out to ride.

But soon Bose saw a cat. Then  
Tom could not hold him.

He ran out of the road, and over went the cart.

The boys laughed, and Tom laughed, too.

“Ah, boys,” said Tom, “Bose will do for a horse till he sees a cat. Then he is a dog.”

## LESSON XXXV.

stōneṣ          greāt          gāme          fūn

“Come down to the pond and throw stones at the frogs,” said Tom. “It is great fun.”

“No,” said John. “I don’t like that kind of fun. It is not fun for the frogs.

“Let us have a good game of ball. That will be the best fun.”

John was right. Don’t you think so ?

môrn'ing      feed      băd      school

*Boy.*—Good morning, birdie.  
How do you do?

*Bird.*—Good morning, little boy.  
I will sing for you.

*Boy.*—Do, birdie. I like to hear  
birds sing. Where is your nest?

*Bird.*—My nest is in this tree.  
I put it where bad boys can not  
find it. But you will not get my  
eggs, will you?

*Boy.*—No, no; and I will not  
tell where the nest is. When you  
have some little birds, I will feed  
them.

*Bird.*—Then I will sing for you.  
Now I must go and sit on my  
eggs. Good-by, little boy.

*Boy.*—Good-by, little bird; I  
will go to school.

SCRIPT EXERCISE.

Where is the kite?

Up in the sky.

Ned, see it fly.

Kate and Jane  
read very well.

Eddie and Marry  
can write well.

Ducks swim fast.

Look at the colt.

Puss likes milk.

bròth'ēr	stōre	īl	full
mòth'ēr	keep	dīsh	ōn'ly
tō-mōr'row	child	āsk	jārs



Annie Hall said she wanted to keep store.

So her brother Tom got some jars, and her mother gave her a dish full of apples.

Then Tom made the store for his little sister.

Jennie Brown came with her doll to play with Annie.

Well, child, what can I sell you to-day?

I want to buy an apple for Mary Day. She is ill.

Here is a nice large one.

Yes, that looks like a nice apple. How much do you ask for it?

This one is only two cents.

I will give you one cent, but I can not pay you to-day.

Well, you may have it for one cent and pay me to-morrow.

Then I will take one for Mary Day and one for my doll.

That is all right. Come again.

Thank you, I will. I like your store.



fă'thěr	drŭm	tŭne	noiŝe
toy' shŏp	mŭ'sic	bēat	yārd
bět'těr	mārch	stīcks	whīle



Fred has a new drum. His father got it in a toyshop.

Fred was glad when his father gave it to him.

He said, "Thank you, papa, for this nice drum. I like my drum

better than my ball or my top. Hear me play on it.”

How did Fred play on his drum ?

He beat it as fast as he could with the two drumsticks.

Fred’s mother said, “Oh what a noise you make ! You may go into the yard and beat it.”

All the boys like Fred’s drum.

They come and play with him in the yard, and march while he beats his drum.

His father says he must learn to play a tune.

His mother says she does not like that kind of music.

But I think Carlo likes it. He barks, and jumps about, when he hears Fred play. Look at him in the picture.

warm	plāce	cōld	ŭn'dēr
bright	shāde	dārک	sŭn'shīne
cōol	grōw	wēre	ground

How warm it is to-day !

How bright the sun is !

I wish we could find a cool place and sit down.

Here is a cool place under this tree. We will sit in the shade and rest.

I like the shade better than the hot sunshine.

So do I ; but you know the sun does much good.

What good does the sun do ?

It makes the air and the ground warm. Then the grass and the flowers and the trees grow.

How cold and dark it would be if there were no sun !

fire	each	fûr	shines
bring	smooth	silk	knee

I have a pet ;  
I call her Kit ;  
And by the fire  
She likes to sit.

Each day I bring  
A dish of milk,  
And smooth her fur,  
That shines like silk.

And on my knee  
She likes to sit,  
For Kit loves me,  
And I love Kit.



buĭlt	bŭrn	cried	pĭcked
grāte	stŏod	loud	watĥed
nĕar	cŏal	lŏok'ing	drŏpped

It was a cold day.

Dora's mamma built a fire in the grate.

She said, "Dora, you must not go near the fire."

Dora liked to see the fire burn. She stood and watched it.

She did not know how the fire could make the black coal grow so bright and red.

While she was looking, a coal dropped out of the grate. It was not so bright and red as some.

Dora ran and picked it up to put it back again.

Oh how loud she cried out !  
Why did she cry ?

răb'bit	tāme	live	fōnd
clō'vēr	wild	wōōdș	feelș



Did you ever see a rabbit ?

Some rabbits are tame and  
some are wild.

Wild rabbits live in the woods.

Mary Gray has three tame rabbits. One of them is as white as snow.

She is very fond of her pets. She calls them, "Bunny, bunny, bunny; come, bunny."

Then they run to her to see what she has for them.

She gives them clover to eat.

They eat it out of her hand.

They are not afraid. She can take them up in her lap.

How soft and smooth the rabbit's fur feels!

What long ears they have!



hōme      ĩnk      thĩngs      knew (nũ)  
wrōte      cāłled      nĩce'ly      lēt' tēr  
fōld'ed      cār' rỹ      pār' lor      wāłked

One day when Nellie Brown was at home she wrote a letter with ink.

Then she folded it nicely and called Ponto.

Who was Ponto ?

He was a dog that knew ever so much. He would carry things in his mouth.

“Ponto, take this letter to mamma,” said Nellie. “Now don't stop to play.”

Ponto took the letter in his mouth and walked off with it.

He came to mamma in the parlor and held up the letter to her.



Mamma took it, and said,  
“Why, a letter from my little  
girl!”

Then she read it.

New York City,  
May 1, 1897.

Dear Mamma,

Ponto and I  
have had a good  
play. I love you  
very much.

Your Nellie.

“This is a very good letter,”  
said mamma.

wādeŝ climbŝ stār moun'taĭn  
rĭd'dle aĭ'wayŝ deep twĭn' kling

Sister, please tell me a story  
before I go to sleep.

I will tell you a riddle.

I have a little sister;

They call her Pretty Peep.

She wades in the water,

Deep, deep, deep!

She climbs up the mountain,

High, high, high!

Poor little thing,

She has but one eye!

Is one eye put out?

No; one eye is all she ever  
had, and it is always twinkling.

I know what it is. It is a star.

Twinkle, twinkle, little star.

bōots	al' mōst	now
bīrth' dāy	knōcks	shout' ed
ēar' lȳ	grānd' mā	dōor
who	bīg' gēr	bäck



This is Harry's birthday.

He is five years old.

He got up very early this morning and put on his new boots.

Then he ran to his papa's door and gave five knocks on it,—one, two, three, four, five.

“I am as old as that,” he shouted. “Are you glad, papa?”

Then he ran to his grandma's door and gave five knocks.

“Who is there?” said grandma.

“I am here, grandma. I am just as old as that, now. I am quite a big boy, grandma.”

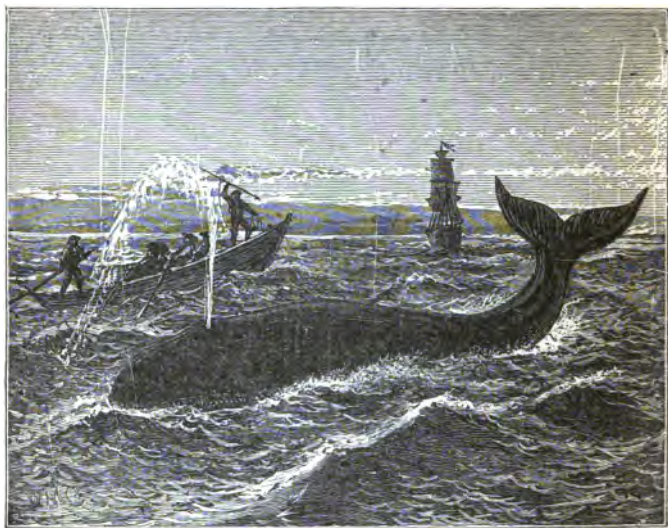
“Go back to bed, and you will be a little man,” said grandma.

“Ho! I am almost a man now,” said Harry. “I am bigger with my new boots.”

John Grace David

Kate Ruth Edith

fish	whāle	brēathe	spēar
oil	strēam	här pōon'	thēir
âir	tāil	sāil' orş	stīcks



Here is a picture of a whale, Charley.

Oh, what a large fish, papa!

Whales look like fish, but they are not fish.

Why, papa? They swim in the water like a fish.

Yes; but they can not breathe under water; a fish can.

A whale has to come to the top of the water to breathe.

What do men catch whales for? Are they good to eat?

No; they get oil from them.

Where do they go to get whales?

They go far off in ships.

Tell me how they catch them, papa.

When a whale comes up to breathe he throws a stream of water in the air.

“There’s a whale!” shout the sailors, and take to their boats.

When they get near the whale, one of them throws a long spear, or harpoon, at him.

If the harpoon sticks in him, they must keep out of his way. He may hit the boat with his tail. That would throw them all into the water.

Look at that man in the boat. He is going to hit the whale with a harpoon.

## LESSON XLVII.

writ'ing	spill	done	send
Couſ'in	wōn't	bēt'tēr	pärt
pēn'cīl	cān't	be gīn'	lāst

What are you doing, Nellie?

I am writing a letter to Aunt Lucy.

I will write a letter to Cousin Harry. May I take the pen and ink when you are done?

No, Tom. You must write with a pencil. You will spill the ink.

No, I won't spill it. Mamma, can't I take the ink?



I think you had better write with a pencil. Nellie did not write with ink when she was as young as you are. You can write better with a pencil.



When may I write with ink, mamma ?

When you are as old as Nellie. Write with your pencil now.

Yes, I will. How shall I begin ?

You must say, Dear Cousin Harry. Then you can tell him about your rabbit.

And I will ask him to come and see me.

Yes ; and tell him that mamma and Nellie send love.

But, mamma, how will Harry know who wrote it ?

I will show you how to write the last part. This is the way.

*Your loving cousin,*

*Tom.*

beâr	dânce	thôught
rōpe	chil' dren	seemed
hěad	păt' ted	serēam



Mother, I saw a bear to-day.

No, I think not, Johnny. Bears  
live a great way off, in the woods.

O, this was not a wild bear.  
He was tame.

Where did you see him ?

A man had him in the road.  
He led him with a rope. The  
boys all ran to see him.

He would stand up on two  
legs and dance.

He would march, and carry a  
stick as if it were a gun.

You didn't go near him, did  
you, Johnny ?

I did not go very near him,  
mother ; but the man said the  
bear would not hurt us.

I don't know about that, Johnny.  
I would keep out of the way of  
a bear.

The man said the bear once  
got away and went into a house  
where some children were playing.

Oh, dear! what did they do?  
How did they get away from him?

They didn't try to get away.  
They thought it was a dog.

They patted him on the head,  
and got on his back. He seemed  
to like it.

While they were playing with  
him, the mother came home. She  
gave a loud scream.

Just then the man came and  
took the bear away. He hadn't  
hurt the children at all.

Well, Johnny, that is a good  
bear; but I don't want you to  
play with him.



*You may draw them.*



What is this ?

It is a glass to  
hold water for us  
to drink.

Here is a large bell.

Ding dong ! ding  
dong ! Hark ! hear  
the bell ring.



This is a hod.

We carry coals in  
this hod, to make  
the fire burn.

pär' rôt

doubt

gōose

dōl' larş

worth

taught

plēased

word

tōok



A poor man had a parrot.

He had taught the parrot to say,  
“There is no doubt about it.”

Poll would say this all day long.  
It was all she could say.

One day the man went out to sell Poll.

“Who will buy my parrot?” said he. “Who will give ten dollars for my parrot?”

“Ten dollars!” said a man, who was going by. “Are you worth it, Poll?”

“There is no doubt about it,” said the bird.

The man was so pleased to hear this, that he gave ten dollars for the parrot.

But when he took Poll home, she would not say a word.

“What a goose I was to pay ten dollars for you!” said the man. “What a big goose I was!”

“There is no doubt about it,” said Poll; and I think Poll was right.

blind	a greed'	purse	found
lame	start'ed	turn	which
lend	straight	told	brought

Once a blind man said to a lame man, "I wish I had your eyes."

"I wish I had your legs," said the lame man. "I will lend you my eyes, if you will carry me."

"Agreed," said the blind man. "Get on my back."

The lame man did so, and they started off.

Soon the lame man said, "Stop! I see a purse in the road."

"A purse! where is it?"

"Go straight on,—now turn to the right. There it is, just before you. Pick it up."

The blind man did as he was told, and picked up the purse.



“Give it to me,” said the lame man. “I found it.”

“No; I found it, and I shall keep it.”

“I saw it, and told you where it was,” said the lame man.

“You would not have seen it, if I had not brought you,” said the blind man.

Which do you think should have the purse?

*Write :—*

I think they  
should try to  
find the one who  
lost the purse.

TO THE TEACHER.—These words may be used as occasional exercises in pronunciation or in spelling by sound.

Copy a group of them on the blackboard to be pronounced by the class or to be spelled phonetically. Other similar words may be added by the teacher.

(1)

ăt	ăn
căt	căn
răt	măn

(2)

hăd	căp
băd	lăp
măd	năp

(3)

lêt	hên
gêt	mên
pêt	tên

(4)

bêd	bêll
fêd	wêll
rêd	têll

(5)

ît	în
hît	pîn
bît	tîn

(6)

bîd	îll
dîd	wîll
kîd	hîll

(7)

nôt	tôp
hôt	hốp
gôt	shốp

(8)

bût	fûn
cût	gûn
nût	sûn

(9)		(10)	
fär	ärm	all	saw
jär	färm	call	caw
stär	härm	ball	paw
(11)		(12)	
out	cow	best	fish
trout	how	nest	dish
shout	now	rest	wish
(13)		(14)	
sing	ink	cool	book
wing	think	school	look
ring	drink	food	cook

Show that final *e* lengthens the sound, as *ät*—*äte*, *hät*—*häte*, etc.

(15)		(16)	
ät . . . . .	äte	căp . . . .	căpe
hăt	häte	căn	câne
măd	măde	păn	pâne
(17)		(18)	
fîn . . . . .	fine	nôt . . . .	nôte
hîd	hide	höp	hōpe
kît	kite	tüb	tūbe

(19)

fāce	nāme
rāce	sāme
plāce	tāme

(20)

lāte	tāke
plāte	māke
slāte	lāke

(21)

dāy	sāil
māy	pāil
sāy	nāil

(22)

side	fly
ride	cry
wide	try

(23)

right	mind
bright	find
light	kind

(24)

see	ēat
meet	sēat
sweet	hēat

(25)

ēar	ōat
hēar	gōat
dēar	cōat

(26)

ōld	nōše
cōld	rōše
hōld	thōše

(27)

pūre	few
cūre	new
tūne	dew

(28)

down	cāch
town	māch
brown	hāch

## MARKED LETTERS.

### VOWELS.

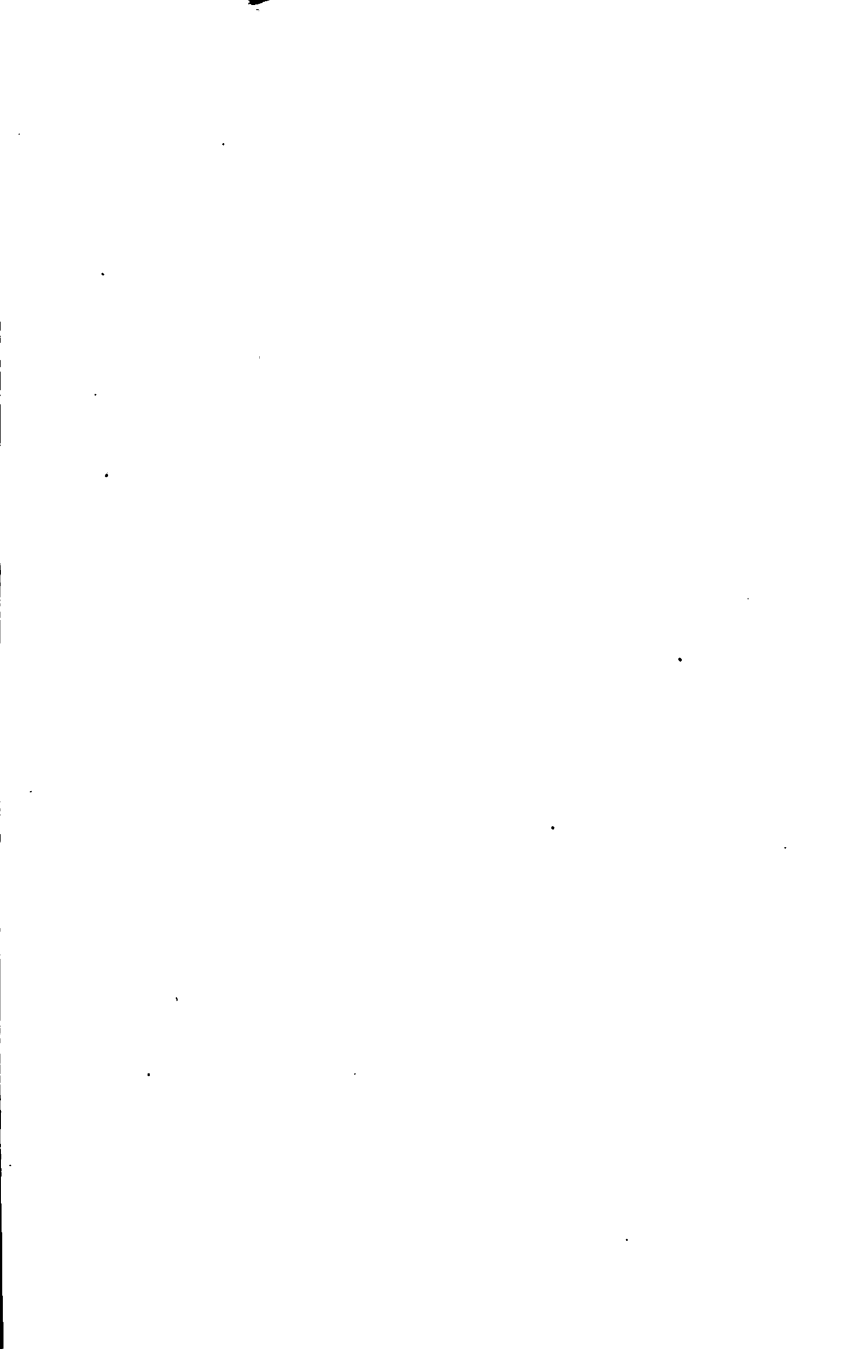
ā as in āpe	ē as in hē	ō as in ōn
ă " " ăm	ĕ " " ĕnd	ū " " ūse
ä " " ärm	ě " " hěr	ŭ " " ŭp
ą " " ąll	ī " " Ice	û " " fûr
â " " âsk	î " " in	ōō " " mōōn
â " " câre	ō " " ōld	ōō " " lōōk

### EQUIVALENT MARKINGS.

ą, = ō, as in was	ô, = ą, as in ôr
ê, = â, " " thêre	ų, = ōō, " " rųle
ī, = ě, " " gīrl	ŭ, = ōō, " " fŭll
o., = ōō, " " mōve	ȳ, = ī, " " flȳ
o., = ōō, " " wōlf	ȳ, = ī, " " babȳ
ô, = ŭ " " dōne	

### CONSONANTS.

ņ, = ng, as in inķ	ç, = s, as in çent
th " " then	e, = k, " " eat
ġ, = j, " " cage	eh, = k, " " sehool
ġ, " " ġet	s, = z, " " is



To avoid fine, this book should be returned on  
or before the date last stamped below

1011-8.40

--	--	--

BALCONY COLLECT  
CURRICULUM LIBRA

602780

602780  
EDUCATION. STAFF



